

“My father was a violent man.

His physical and verbal abuse terrorized my mother and all five of his kids. I was in my 50's before I truly realized how much this experience has impacted my personality and relationships. But the cycle can be broken. We must teach our boys through our words and actions to respect women and to understand that violence is never a solution. It's the most important coaching job I'll ever do.”

**Joe Torre**  
Manager, NY Yankees

“There's only one thing more satisfying than helping a young man become a great basketball player – helping a basketball player become a great young man.”

**John Thompson, Sr.**  
Hall of Fame Coach, Georgetown University

“Let's face it, the goal of sports is to dominate your opponent. Coaching Boys into Men provides a great platform for teaching young athletes that the aggressiveness that works in a game has no place in their relationships with women.”

**Mike Krzyzewski**  
Head Coach, Duke University

“A lot of high school coaches volunteer much of their time, and they feel a lot of pressure to win. When you're giving your time, it's often a distraction to talk about anything other than the fundamentals of the game. Coaches need to understand that they are role models who need to teach players to be more than just star athletes.”

**Dick Gallette**  
Executive Director  
National High School Athletic Coaches Association

# Coaching Boys INTO MEN PLAYBOOK

COACHING BOYS INTO MEN PLAYBOOK

# Coaching Boys INTO MEN Playbook

*“I have always believed that a role model can be anyone. It’s important for people to realize that young people are always looking at them for guidance, whether that grown person is aware of it or not.”*

— Dean Smith  
Hall of Fame Coach  
University of North Carolina

## The authors of the Playbook want to thank

the hundreds of coaches and athletes who helped in its development. Each day we were inspired by the deep and meaningful relationships that coaches have with their players, as well as by the relentless desire of the players themselves to grow up to lead safe, healthy and productive lives. Meeting with coaches across the country confirmed our belief that they truly can play a unique and effective role in ending violence against women by teaching their athletes the importance of treating everyone with the same honor and respect that they give their teammates. The Coaching Boys into Men<sup>SM</sup> Playbook is a tool to help coaches deliver that critical message.

We also drew inspiration and guidance from those already working in the field of sports to teach and promote leadership. Much appreciation goes to leaders like Jackson Katz and Don McPherson for their pioneering work in schools and athletic programs across the country.

It is our hope that this Playbook will add to and enhance the information available to coaches to help them guide the youth of today and tomorrow toward healthy, respectful, nonviolent relationships.

*Michael Carr, Jason Morgan and Lynne Lee*

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## Family Violence Prevention Fund

The Family Violence Prevention Fund works to prevent violence within the home, and in the community, to help those whose lives are devastated by violence, because everyone has the right to live free of violence.

[www.endabuse.org](http://www.endabuse.org)



WARM2Kids is an ongoing youth movement based on the premise that Although Nobody's Perfect, We're All Role Models to Somebody. WARM2Kids supports youth education, development and mentoring programs nationwide with the hope of inspiring role-model behavior and positive life decisions.

[www.warm2kids.org](http://www.warm2kids.org)

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*Generous support for the Coaching Boys into Men Playbook was provided by the Doris Duke Charitable Foundation and the Waitt Family Foundation.*



# Dear Coach:

Many people judge our athletic accomplishments by counting wins and losses, but to us, our legacies are much more personal. Our legacies are defined by the number of lives we are able to impact.

Winning games is important to every coach. However, it shouldn't be our only goal. A big part of the job is helping to develop solid, responsible athletes who are able to become upstanding citizens. When we, as coaches, can teach a group of individuals to care as much about each other as they do about themselves, we have truly created a winning team.

Athletics has always been at the forefront of social change. Playing sports has helped our country break down barriers of segregation and racism; it brings the world together during times of war and provide inspiration and optimism when the public needs it most. Today, you are being called upon to address a major societal problem: violence against women. Nearly one third of the women in this country will experience physical or sexual abuse in their lifetimes. One in five teenage girls admits to having experienced dating violence. Domestic and sexual violence is clearly a pervasive problem affecting your athletes, as well as people in all walks of society.

Demeaning, disrespectful and violent attitudes toward women are underlying causes of other major societal ills such as school violence, community violence and crime.

This is not to say that athletes are more prone to violence than nonathletes, but as powerful leaders in schools and society, athletes can help affect change by understanding and representing core values of respect.

Every coach is in a position that allows him to directly influence the attitudes of his athletes and to help eliminate the disrespectful perceptions of women and girls that are at the heart of this tragic problem. The purpose of this Playbook is to provide you with coaching tips, advice and useful anecdotes from great coaches and players to help you take this issue head on.

By coaching boys into men, you will help lay a solid foundation for your players' lives that will be remembered far longer than any win column.

Sincerely,

*Joe Torre*

Manager, New York Yankees

*M.L. Carr*

Former Coach and NBA World Champion, Boston Celtics

*Pete Carroll*

Head Coach, University of Southern California

“ We teach players that honor and respect are keys to a team playing a game. How can we not teach them that honor and respect are even more important in their lives? ”

— Tubby Smith  
Head Coach, University of Kentucky

## INTRODUCTION

Boys need role models; they need mentors, teachers and coaches to give them guidance that will help them grow into healthy young men.

They need to know that, in the long run, who they are in society is more important than who they are as a player.

Michael Jordan has described coach Dean Smith as a “second father” and long-time coach Phil Jackson as his friend. Jordan is just one of countless athletes whose life has been changed forever by contact with great coaches. Whether it’s in speeches to the team, practice sessions or simply casual conversation, coaches have many opportunities to impart their philosophies to athletes. It doesn’t matter if you’re coaching basketball or golf, your players look to you for leadership, guidance and instruction. The athlete naturally respects your position, but he is also motivated by his desire to participate, to get “playing time”, so he hangs on your every word and watches how you react in every situation. Coaches have a truly unique platform for delivering a message.

Great coaches have always taught more than a game. They teach honor, perseverance, self-respect, discipline, teamwork and respect for others. These are all traits and skills that are just as important in life as they are on the field. Hundreds of coaches designed the Coaching Boys into Men<sup>SM</sup> Playbook to help you extend your valuable teaching to include a healthy respect for women and the values present in strong, nonviolent relationships.

## TABLE OF CONTENTS

Section	Page(s)
1. Playbook Guide	p. 8
2. Playing Field and Pledge	p. 12
3. Teachable Moments	p. 22
4. Overtime	p. 36
Resources	p. 40

1 in 5 teenage girls say they have experienced dating violence.

# PLAYBOOK GUIDE

## Section 1

*“ Coaches are masters of communication. It’s our responsibility to lead, instruct and inspire young athletes. ”*

— Dick Vitale  
*Sports Commentator  
Former Coach, Detroit Pistons*



# PlaybookGuide

Your athletes listen to you; they're used to following your instructions regarding preparation, technique and performance in their given sport, and you can use their attention to teach them about life too. Winning at sports requires force, aggressiveness and even intimidation. Unfortunately, a lot of young men don't realize that game strategies don't necessarily translate in real life. By teaching your athletes that young women deserve to be treated with honor and respect and that violence does not equal strength or manliness, you will help your young men draw these important distinctions between games and life.

Below are the goals of the Coaching Boys into Men Playbook and on the following pages you will find helpful pointers to achieve these goals.

## Program Goals

During the season, take advantage of opportunities to educate your players about treating women with honor and respect and the values of healthy, nonviolent relationships.

## Coach's Goals

This program is designed to help you instruct the next generation of men about the attitudes and behaviors that can lead to violence against women and to prevent violence before it begins.

The Coaching Boys into Men Playbook is divided into sections to help you:

### Define the Playing Field and Take The Pledge

- *Informs you about the disrespectful attitudes and abusive behaviors that can lead to violence against women and provides a preseason game plan for addressing these issues with your team.*
- *Affirms your team's commitment to ending violence against women by pledging to end it.*

### THIS SEASON COMMUNICATE THAT YOUR PLAYERS' GOALS WILL INCLUDE:

- 1) Learning to treat women with honor and respect
- 2) Understanding that violence never equals strength
- 3) Using this knowledge to become role models

### Capitalize on Teachable Moments

- *Provides realistic scenarios designed to help you plan ahead for incidents when you find yourself needing to mentor and guide your players. Each Teachable Moment explains how to Make a Defensive Play by addressing the immediate situation; it also shows how to Design Your Offense, using the situation to deliver a broader team-wide message about the positive values and behaviors that can stop violence before it begins.*

### Go into Overtime

- *Suggests team activities that express the team's commitment to preventing violence against women and builds awareness of the issue in the school and the community at large.*

# PLAYING FIELD

## Section 2

*“ In sport and in life values and attitudes are as important to winning as are strength and endurance. ”*

— John Thompson Jr.  
*Head Coach, Georgetown University*



PLAYING FIELD



# Playing Field

## Athletes will tell you that

in football the playing field is 120 yards by 53.3 yards. In baseball, it involves an infield, outfield and a diamond of four bases. When it comes to violence against women, the playing field consists of attitudes and behaviors that may, on the surface, seem playful or harmless, but they lead to an environment that is disrespectful and dangerous. The good news is that the attitudes that support violence are preventable.

Sexual innuendoes, sexist jokes, catcalling and harassment not only cause immediate pain to the recipient but serve to shape long-term attitudes that can lead to tragic consequences. When you witness these or any other forms of inequity and/or stereotyping, it's important to address them immediately.

### Set Your Objectives

The first official day of practice is a special day. It is in that period of time prior to the opening game that you do much of your teaching. It is when you implement strategy, formulate goals, communicate expectations and lay the foundations for team chemistry.

It's also the ideal time for you to define the playing field for your players regarding violence against women.

You may want to include the following in your own preseason speech:

**COACH:** *I have one more important point to make. You all know the team rules and what I expect of you on the field and in the classroom. What I want to talk to you about now is a matter of personal conduct. I know you all spend a lot of time thinking about girls. Yeah, believe it or not, I was your age once. And athletes have been known to get their fair share of attention from women. Well, there's a right way and a wrong way to treat women. I want strong men on this team. And a man does not prove his strength by catcalling or harassing girls, spreading stories about them, bragging about what he may or may not have done on some date or using derogatory terms to refer to women. And a man does not prove his strength by making a woman feel threatened or imposing himself physically on a woman in any way. And a strong man does not stand by and watch or listen while somebody else treats a woman in these ways, even if the person doing it is a friend and teammate. A man proves his strength by treating women with honor and respect and does everything he can to make sure that others do so as well.*

*As athletes, you are well known in the school. Many students look up to you and watch how you conduct yourselves. You are in the perfect position to be role models on how to treat women. You are athletes. People already think you're strong. Show them how strong men should truly act.*

*“The most important quality I look for in a player is accountability. You’ve got to be accountable for who you are.”*

— Lenny Wilkens  
Hall of Fame Player and Coach

## PLEDGE

Remember, there is no single right way to teach boys to honor and respect women and to inform them that violence is neither a solution nor a sign of strength. The point of the Coaching Boys into Men Playbook is that you deliver the messages in your way, in your voice. Nothing else will resonate more with your athletes.

To affirm your team’s commitment to ending violence against women, consider signing with them the following declaration:

## Coach and Player Pledge

I believe in treating women and girls with honor and respect. I know that violence is neither a solution nor a sign of strength. I believe that real men lead with conviction and speak out against violence against women and girls. I believe that I can be a role model to others by taking this pledge.

Post your team’s pledge in the gym, place it in the school newspaper or simply sign the pledge cards in the back of this book.

## Coaching TIP

### Establish a Team Scoring System

Consider establishing rules and penalties in the preseason by asking your players to help determine the appropriate penalties for violations. If players feel invested in developing the structure, they may feel more inclined to hold teammates accountable and help each other.

## FOULS

### Personal Foul

Damaging Behavior/  
Language

### Flagrant Foul

Abuse

### Technical Foul

Staying on the  
Sidelines

## SUGGESTED PENALTIES

Suicides, wind sprints,  
conditioning drills

Game time suspension,  
depending on severity  
of infraction

Same penalty as  
imposed upon  
offender

# Learn the Basics

## DAMAGING BEHAVIOR AND LANGUAGE

Coaches are masters of communication. A coach in California describes himself as an orator while another in Maryland sees himself as a storyteller. Coaches use language to lead, instruct and inspire. Indeed, a few well-chosen words before a game or at halftime can strike the emotional chord that makes the difference between victory and defeat.

Language can be as powerful when it is used in a negative way. Put-downs and derogatory jokes may seem innocent, but when they cross the line they can make someone feel inferior, intimidated or even violated. Language can be particularly dangerous when it perpetuates themes of disrespect toward another person. Damaging Behavior and Language can include:

- ▶ Singling out a person's gender, race, ethnicity or other personal traits/characteristics (such as sexual orientation, age or disability) when it has no direct bearing on the topic at hand
- ▶ Using gender to insult (e.g., "You throw like a girl.")
- ▶ Bragging/joking about sexual exploits or conquests
- ▶ Lewd or foul behavior (e.g., catcalls, whistling, sexual innuendo)
- ▶ Derogatory language toward women (e.g., calling women or girls names that relate to their sexual activity or appearance)

The language, attitudes and behaviors described here are examples of one person exerting control over another deemed inferior — a common theme in violent relationships. When you witness attitudes or behaviors that make you uncomfortable, chances are it's making others, and particularly the recipient, uncomfortable as well.

## ABUSE

There is no single factor that determines when certain language or behavior crosses the line to become abusive. It depends on the circumstances and the feelings of the recipient. But it is essential that your players understand that abuse can come in many forms, and a level of aggressiveness or even intimidation that might be appropriate in competition can be equally inappropriate off the field. Following are definitions of abuse and examples of how abusive behavior might appear so you can recognize the signs and take action:

## PSYCHOLOGICAL OR EMOTIONAL ABUSE

- ▶ Humiliation, (e.g., berating, name calling)
- ▶ Controlling a person's actions (e.g., always speaking for them, making all decisions for them)
- ▶ Deliberately doing something to make someone feel diminished or embarrassed (e.g., "pantsing" someone in public)

- Isolation (e.g., convincing a group to completely shut out another person)
- Intimidation (e.g., verbal threats, punching walls, and so forth)
- Unwelcome or uninvited comments (e.g., catcalls, sexual innuendo, comments about the body, and so forth)

## PHYSICAL AND SEXUAL VIOLENCE

Examples include: scratching, shaking, choking, pinching, throwing, shoving, pushing, biting, grabbing, slapping, punching, burning, rape, use of a weapon, use of restraints or one's body size or strength against another person, use of physical force to compel a person to engage in a sexual act against his or her will.

**Note:** *Many schools have strict policies defining abuse, physical and sexual violence and harassment. In some school districts, state laws apply to coaches and teachers who witness abusive or violent behavior. Laws vary by state. Check with your school administrator or state to find out what reporting requirements apply to you. Remember that in every state, if you witness any student who uses a weapon against another, you must report it.*

40% of girls say they know someone who has experienced dating violence

## STAYING ON THE SIDELINES

*Staying on the Sidelines* is when one player observes one of his teammates using hurtful behavior or language or even committing a violent act yet fails to intervene.

Though most young adults say they would take action if they saw obvious physical or sexual abuse, they are less comfortable intervening when the abuse is less overt or involves their teammates. Their instinct tells them it is wrong, but they do not have the tools or resources they need to intervene. Your role is to encourage your athletes and empower them to recognize and reject hurtful behavior and confront it even if it comes from a teammate. Let them know that anyone can talk to you about anything at any time without consequence.

*Staying on the Sidelines* while harmful incidents occur is the same as condoning the behavior.





# TEACHABLE MOMENTS

*“ We live in a very difficult time for young kids...there are so many things coming at them that it's important to have good values and to be grounded. Teens need to know what counts and what doesn't. ”*

— Pat Riley  
*Hall of Fame Coach*

## Section 3



# Teachable Moments

As a coach, you're used to planning for potential game scenarios. The goal is to be able to react quickly, minimizing the opposition's gain and turning the situation to your team's advantage.

Even with the best offense, coaches need a good defense to react to situations that may threaten the success of the team. The same thing holds true in life. Certain situations or behaviors that occur with your players will be out of your control to prevent, but they also provide you with the opportunity to talk to the rest of the team and right the wrongs.

As an example, imagine your player, Jimmy, uncharacteristically struggles with his athletic performance after many weeks of valuable participation. Perhaps he has a sore arm, a difficult exam approaching or he's distracted by a disagreement with a girlfriend. What if another player, Dave, begins to feel discouraged by Jimmy's performance and feels resentment toward him? In this situation, you would first try to address the core issue: Jimmy's ability to play. Yet you might also speak to Dave and the team to explain that everyone has an off-day once in awhile and the best thing to do is to keep supporting their teammate.

**Coaching Boys into Men works the same way; when serious problems occur, they need to be isolated and addressed, but the situation also provides an opportunity to deliver a message to the entire team about positive attitudes, values and conduct.**

**MAKE A DEFENSIVE PLAY** to immediately address inappropriate behaviors and attitudes.

**DESIGN YOUR OFFENSE** to take advantage of opportunities to prevent the spread of negative perceptions toward women and girls.

The following Teachable Moments are designed to assist you if a student or athlete you know has stepped out of bounds. These scenarios illustrate some key themes in the Coaching Boys into Men program, such as the need to act as role models in treating women and girls with respect and understanding that violence does not equal strength.

Teachable Moments will give you options for turning defensive strategies into offensive ones with the rest of the team.

# “Locker Room Chatter”

## Teachable Moment

After an easy win against a rival school, your team is getting showered and changed to catch the school bus. A few of your athletes including Jeremy, the team captain, are lingering around the locker room. You walk by as Jeremy starts talking about his date with Monique. He brags about his advances with her in the car last night: “She kept saying, ‘No,’ but I knew she meant ‘Yes.’ She’s easy, you know... and you know what they say... three times a charm... once she said, ‘Maybe,’ I knew I was in.” Some of the boys laugh and slap each other high fives in agreement.

### COACH CHALK TALK!

*Talking about a girl’s sexual reputation  
≠ Innocent fun*

*Disrespectful attitudes about women aren’t just wrong, THEY’RE DANGEROUS!*

*When a woman or girl says, “No” in any sexual situation, that means NO! EVERYTIME. THAT’S WHAT’S RIGHT, AND THAT’S THE LAW!*

## Make a Defensive Play

**Address the situation immediately.**

**COACH:** *Jeremy, I heard what you were saying and you need to know how wrong that is. First of all, if a woman says, “No” to any kind of advances on your part, you back off. It’s not just*

*the respectful thing to do — it’s the law. So you need to know that what you’re saying happened is far from a joke, it can be a very serious matter. Second, a real man doesn’t go around bragging or telling stories about women. You’ve got a sister don’t you, Jeremy? How would you feel if you heard someone saying she was “easy”? How would you feel if her boyfriend didn’t pay any attention when she said, “No”? I’ve talked to you guys a lot about what I expect of your conduct, on the field and off. Treat people the way you’d like to be treated. Honor and respect them the way you do your teammates. And Jeremy, you’re a team leader; you might want to think about the way you’re leading.*

## Design Your Offense

You can go on the offensive with this scenario by making sure that the entire team knows that certain attitudes and behaviors toward women are unhealthy and dangerous. The more your athletes hear from you, the more likely they are to truly embrace the concept of treating women and girls with honor and respect.

- ✓ *At the next scheduled practice, take a few minutes to explain that their behavior off the field affects the team as a whole.*
- ✓ *Remind them that teammates should confront each other if they think someone is involved in a situation that’s disrespectful to women or girls.*
- ✓ *Give them opportunities to come talk to you.*
- ✓ *Define your views on what it means to be a man. Explain that while aggressiveness and intimidation have a place in sports, acting this way in real life toward girls crosses the line; a real man knows that “No” never means “Maybe”.*



## “Time Out”

### Teachable Moment

During a time out at practice, Jennifer, a freshman on the tennis team, is walking alone across the gym floor toward the east entrance. She's known to the guys to be attractive. While you're adjusting the VCR to show your players a video on teamwork, some of your boys in the back notice Jennifer and start howling, whistling and making inappropriate comments. You notice that she is uncomfortable and perhaps a little scared, but she holds her head up and continues through the gym.

#### COACH CHALK TALK!

*No woman “ASKS” for sexual innuendo or harassment—not through looks, clothes or makeup.*

*Catcalling isn't funny; it's disrespectful and cowardly.*

*Would your players want their MOTHER, SISTER OR GIRLFRIEND treated that way?*

### Make a Defensive Play

Step in as soon as the behavior starts.

**COACH:** All right, cut it out!

**PLAYER 1:** Coach, we're just playin'. Besides, look how she's dressed. She's askin' for it.

**COACH:** Catcalls and jeering aren't playing. And how somebody dresses isn't asking for anything.

**PLAYER 2:**

*But Coach, she's hot!*

**COACH:**

*If you like the way she looks, wait until after practice and go up and tell her – by yourself. She might even appreciate it. What you guys were doing was just trying to impress each other with how funny you are. That's not the way we impress each other on this team. We do that by treating each other with honor and respect and by treating women the same way. Is that clear? Or would 100 push-ups make it clearer?*

**TEAM:**

*Clear, sir!*

### Design Your Offense

Taking the time to put an end to what your players may have viewed as innocent fun is a preventative step toward educating boys about respecting women and girls.

- ✓ *Explain that taunting women and girls is degrading and that girls should not be belittled because of how they look or what they choose to wear.*
- ✓ *Mention that most girls do not welcome that type of attention and are probably fearful of defending themselves.*
- ✓ *Point out that, as members of a team, they should know how important it is to respect others. Tell them that the same holds true in real life and that they must always think about how their actions affect other people.*
- ✓ *Finally, let them know that the men you admire are those who treat women and girls with honor and respect.*





# "American Idol"

## Teachable Moment

It's in all the papers, headlining the evening news every night and people can't stop talking about it. A prominent professional player has just been charged with assault of a woman. There have been graphic pictures shown on the news of her injuries and some unpleasant accounts from witnesses have come out in the media.

**COACH CHALK TALK!** *Your players know about it, so address it. Let them know:*

*Allegations  $\neq$  Guilt or Innocence (courts will decide)*

*BUT Great athletic talent is NO excuse to disrespect women.*

*Guilt or innocence aside, use the situation to raise team awareness about violence to women.*

## Make a Defensive Play

**They're already talking about it.  
Let them know how you feel.**

**COACH:** *I'm sure you've all seen or heard the stories about the situation \_\_\_\_ is in. I know for a lot of you, it's hard because he's your favorite player, and he's one of mine, too. In a situation like this, lots of people are going to make up their*

*minds right away whether they think he's guilty or innocent, and that may be the case with some of you. But I want you to know that's not our role. That's for the courts to decide. I don't want to hear about any of you getting sucked into an argument about this because the issue is too sensitive and, at this point, nobody knows the truth. But I will say this: whether he's innocent or guilty, I've talked to all of you about the importance of treating women with honor and respect and that violence is never an alternative. If it turns out that that's what \_\_\_\_ resorted to, no championship rings or triple doubles can make up for it. He's lost my respect as a player and as a man. And he should lose yours, too.*

## Design Your Offense

If a court finds an accused athlete guilty, it's a crucial time to reinforce the message to your team that no matter how talented and successful you are, you are still responsible for your actions.

- ✓ *Ask your athletes if this professional player is truly such a great player if he's bringing his team down with him.*
- ✓ *Communicate your feelings about violence against women and why it's always wrong.*
- ✓ *Point out professional players who have taken a public stand against violence.*
- ✓ *Reinforce the importance of being able to distinguish between the force and aggression that is acceptable in sports and what is acceptable in real life. Explain that sometimes men and boys feel that using their power and strength against others is proof of their manhood. Tell them that real men would never do that.*



## "Backhand"

### Teachable Moment

It's Saturday morning and your team has just arrived for a meet at a neighboring school. On the bus ride, you were busy going through the event schedules. You thought you noticed that the normally rowdy back-of-the-bus gang seemed unusually low key. Once you arrived at the meet, you noticed more hushed conversations. You pull one of your athletes aside and ask what's going on. He replies that one of his teammates, Ray, slapped his girlfriend with the back of his hand after last night's rally.

#### COACH CHALK TALK!

*You can't control your players' actions off the field — but you can respond.*

*If it's an action that should be reported, **REPORT IT!***

*If it's an action that calls for team discipline, **ENFORCE IT!***

*If it's a rumor, **LET THE TEAM KNOW WHERE YOU STAND ON THE ISSUE!***

### Make a Defensive Play

You've made clear to your athletes what the consequences will be if they are caught drinking, smoking or doing drugs during the season, but are they aware of the consequences of committing a violent act against a woman? Even if the assault takes place during off-hours, your role as coach goes beyond the sport.

- ✓ Confront Ray directly, but privately, to find out what happened.
- ✓ Speak to Ray seriously about hitting girls. It's NEVER okay to hit a person with the intent to harm.
- ✓ If you feel that an assault occurred, it's your responsibility to report it to the proper authorities, even if it involves one of your players.
- ✓ Find out what your school policy states regarding violence.

*If it is found that Ray did commit an act of violence, enforce penalties in addition to the school's disciplinary actions (e.g., suspension or expulsion from participation).*

*Explain the importance of getting help and accepting responsibility for his actions.*

Note: Many schools have strict policies defining abuse, physical and sexual violence and harassment. In some school districts, state laws apply to coaches and teachers who witness abusive or violent behavior. Laws vary by state. Check with your school administrator or state to find out what reporting requirements apply to you. Remember that in every state, if you witness any student who uses a weapon against another, you must report it.

### Design Your Offense

A glance at the daily paper reveals that violence against women and girls is a tragic reality in our society. If an incident occurs at your school or on your team, it's an opportunity to shape the perceptions of the rest of your team.

- ✓ At the next gathering, tell your team that you recognize that whatever is happening in your players' lives will affect their individual play and, consequently, their contribution to the team.
- ✓ Let them know that although some athletes may not want to be role models, others in the school may still see them that way. It's critical that athletes are aware that abusive or violent behavior against women and girls makes a powerful statement.
- ✓ Reiterate that you fully expect them to respect women and girls in any and all situations.

# "Out of Bounds"

## Teachable Moment

In her statement, Sandra, a student, says Shane invited her to a post pep-rally party. Shane, your star player, and Sandra were seen hanging out talking and laughing, and they later disappeared into the night. The next week, Sandra doesn't show up to school, and when she does, she reports Shane raped her. He tells you the sex was consensual. Some of your players support his story and others aren't talking at all.

### COACH CHALK TALK!

*RAPE = SERIOUS CRIME!*

*Allegations need immediate attention.*

*Guilty or Innocent — Not for Coach to Decide.*

*PLAYERS NEED GUIDANCE —  
THEY'RE TALKING ABOUT IT!*

*If a person is victimized by a player  
— Coach's Duty to Report.*

## Make a Defensive Play

If you are the first to become aware of the allegations, immediately contact your school administrators. Leave it to them to investigate the charges.

## Design Your Offense

It's likely that the whole team is talking about it. Your players are probably worried, angry or confused. Speak to the rest of the team about the seriousness of the allegations and how it relates to their own future conduct.

✓ *Make it clear that allegations of rape are extremely serious and that it is the school's responsibility to investigate the situation further and to alert the police.*

✓ *Often rape is perceived as a sexual act against another person. Clarify that rape is an act of violence. Refer to your team's pledge to treat women and girls with respect and to never resort to violence. Make clear that when it comes to sex, **girls always have choices.***

✓ *Tell them that athletes aren't above the law. First and foremost, they are members of society and role models. Just because they are talented in sports doesn't mean they are immune from following the law.*

*“ There’s nothing better than excelling at a game you love. There’s nothing worse than thinking your accomplishments as a player outweigh your responsibilities as a person. ”*

— Doug Flutie  
*Quarterback, New England Patriots*

## Section 4





# Overtime

By the time the season ends, you will have helped shape players who are committed to respecting women and girls and who know that violence against women is never a solution or a sign of strength. If you and your team are interested in taking it to the next level, you could look for ways to share this important message with the fans, school and community.

Below are some ideas for activities that we suggest for your team, school and community. Be sure to involve your school administrators, athletic department and sports medical staff. They may be able to help advance your efforts.

## **Host a Pledge Drive**

Encourage your coaching peers and the entire student body to sign The Pledge. It's a great opportunity for your players to express their commitment and build awareness as they work at getting the pledges signed.

## **Mentor Other Youth**

A high school basketball team in Boston, Massachusetts, regularly invites the local middle-school team to observe their practices and games during the season. Your players could become mentors of their own middle-school kids, modeling positive behavior by spreading the message of treating women and girls with honor and respect to future players.

## **Stay on Course**

Next year's varsity team heard you this season, but what about the rookies? Make sure they hear you next year. Remember to reaffirm the messages of Coaching Boys into Men by taking a new pledge and keeping your eyes and ears open for Teachable Moments. Ask the returning players to help champion the message to the incoming players.

**Visit the Coaches Corner**  
**[www.endabuse.org](http://www.endabuse.org)**

**Let us know what you  
and your team are doing!**

## **Build a Violence Prevention Curriculum for the School**

Take these themes further by introducing training sessions for youth. There are many organizations that can provide guidance and materials specific to young adults on the subject of violence prevention. (See Resources for references.)

## **Create a School Campaign**

Develop a full-blown school campaign against violence. Develop messages, posters, brochures that describe the tenets of the program and your team's role.

### Host a Fundraiser

Have your team plan fundraising events to support a local women's shelter or other violence prevention organization.

### Organize a Pep Rally

A school in Washington Heights, New York, hosts an annual week of activities when teachers speak to students about respect for women in general and, particularly, support for girls in athletics. Posters are placed around the school and the event is publicized through the school calendar. The week culminates with a day during which the boys lead cheers for the girls' sports teams.

### Amend your School Policy

Put together a panel of athletes and educators to review any official school policies on physical or sexual violence, psychological or emotional abuse and sexual harassment issues. Suggest improvements or amendments to the policies or offer to help extend the breadth of a particular policy through a written proposal to the school board.

## RESOURCES

*Sadly, many people experience violence in their lives at some point, whether it is dating or sexual violence, domestic violence, or community violence. What if someone comes to you with a problem? Where should you turn? The Resources section in this Playbook is one of many places to find information.*

*Many schools have strict policies defining abuse, physical and sexual violence and harassment. In some school districts, state laws apply to coaches and teachers who witness abusive or violent behavior. Laws vary by state. Check with your school administrator or state to find out what reporting requirements apply to you.*

### For more information on how to help, contact:

Family Violence Prevention Fund  
415-252-8900  
[www.endabuse.org](http://www.endabuse.org)

WARM2Kids, Inc.  
978-897-WARM (9276)  
[www.warm2kids.org](http://www.warm2kids.org)

### For counseling and support, contact:

National Domestic Violence Hotline  
800-799-SAFE (7233)  
[www.ndvh.org](http://www.ndvh.org)

Rape, Abuse & Incest National Network  
(RAINN) Hotline  
800-656-HOPE (4673)  
[www.rainn.org](http://www.rainn.org)

### For more school and student resources and leadership initiatives, contact:

Mentors in Violence Prevention (MVP)  
[www.sportinsociety.org/mvp](http://www.sportinsociety.org/mvp)

Mentors in Violence Prevention is a leadership program that motivates student athletes and student leaders to play a central role in solving problems, including rape, battering and sexual harassment.

Athletes Helping Athletes, Inc. (AHA)  
Adelphi University  
516-877-4248

AHA conducts leadership programming for athletes at all levels and provides a variety of services to school districts in the New York Metropolitan area.

**For crisis situations, immediately contact 911.**

# Coach and Player Pledge

Send your signed pledge card to the Family Violence Prevention Fund  
at: Coach and Player Pledge c/o Family Violence Prevention Fund  
383 Rhode Island Street, Suite 304  
San Francisco, CA 94103

Names

[illegible]

# Coach and Player Pledge

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San Francisco, CA 94103

**COACH:** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Name** \_\_\_\_\_

## Signatures

[illegible]

*To affirm your team's commitment to ending violence against women, sign this declaration with them and send it to us!*

# Coach and Player Pledge

I believe in treating women and girls with honor and respect. I know that violence is neither a solution nor a sign of strength. I believe that real men lead with conviction and speak out against violence against women and girls. I believe that I can be a role model to others by taking this pledge.

Send your signed pledge card to the Family Violence Prevention Fund  
at: Coach and Player Pledge c/o Family Violence Prevention Fund  
383 Rhode Island Street, Suite 304  
San Francisco, CA 94103

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